



Arizona

TEACHER PARENT

MAY 1950



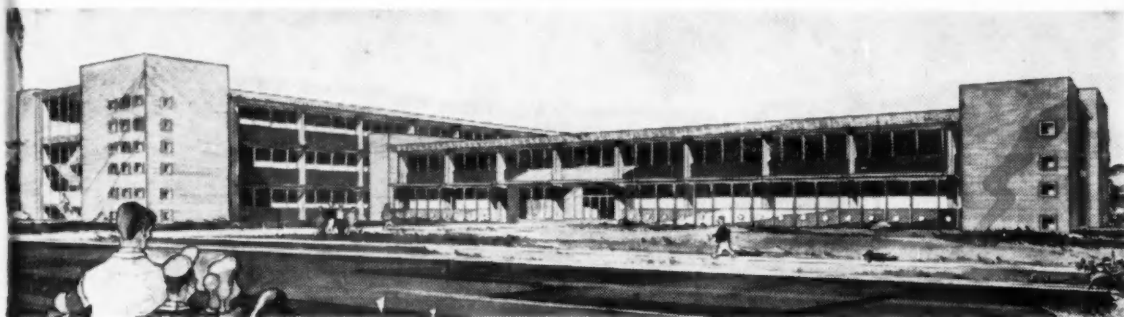
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- AEA Delegates to NEA Convention
- 40,000 Signatures
- Education at Mid-Century

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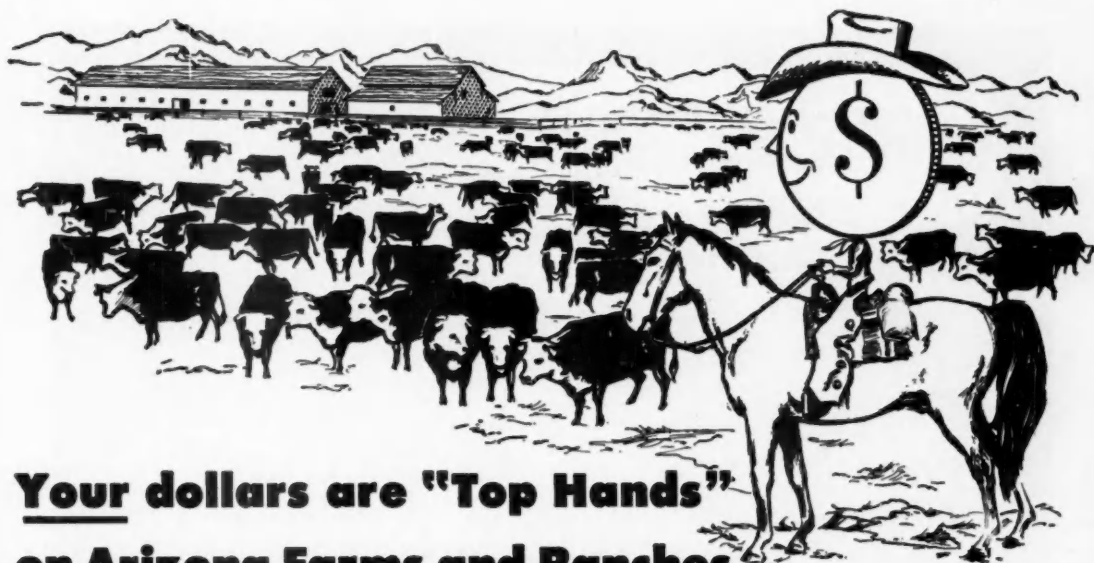
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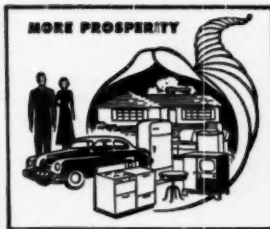
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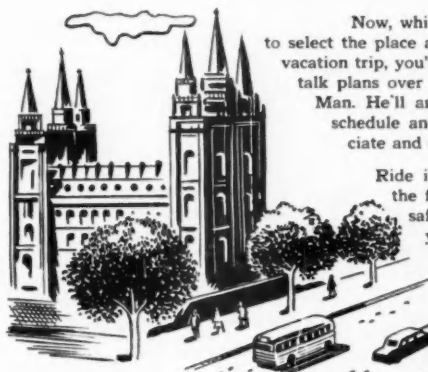
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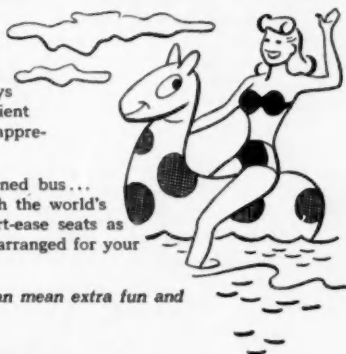
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COVER . . .

Are YOU A Registered Voter? . . .

"What makes a nation great," was the question asked of the NEA Executive Committee.

The answer rang out clear and true,

"Not its lands; not its mines; not its rivers; not its forests; not its monies; important as these things may be. Only the people can make a nation great."

Only the people—only people mentally alert and ready to accept the responsibility thrust upon them by a democratic form of government can keep America great. The educational future of Arizona stands at the crossroads. Are you registered? Will your vote be cast at November's crossroad?

* * *

This month's cover picture is the handiwork of a man who does many of the cartoons and other drawings used in various AEA publications, Mr. Arnold LaBenz. Mr. LaBenz has a flare for listening to a verbal picture of an idea and then translating it into an eye-arresting picture. — L.V.R.

ARIZONA Teacher-Parent

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ARIZONA TEACHER-PARENT

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Official Publication of ARIZONA EDUCATION ASSOCIATION

Devoted to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and of America.

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STATEMENT OF POLICY: As the official publication of the Arizona Education Association, the *Arizona Teacher-Parent* is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The *Arizona Teacher-Parent* will attempt to present only such material as has a wide appeal or answers a known specific need. To this end the Editorial Board of the *Arizona Teacher-Parent* encourages reader contributions that meet the above requirements reserving however the right of editing or rejecting such contributions. Viewpoints expressed by authors are their own and not necessarily those of the Association.

The Teacher's DESK

WHAT DO STUDENTS THINK?

Sometimes teachers may feel that students don't think very much at all. Some students *don't* do much thinking, and in that regard, they resemble some of us teachers. However, as teachers, we shouldn't jump to hasty conclusions about the stupidity of young people. They may not agree with us, but that may or may not be significant. Student opinion is important; the politicians (those of them who are faithless beaters of the brush of our day) and all other enemies of the people—everybody should be aware of what our young people believe, and weigh it carefully.

In recent months, a group of Arizona teachers circulated a Student Opinion Questionnaire among about 240 students ranging from juniors in high school to sophomores in college inclusive, and from 16 years of age to over 50. The questionnaire covered many of the current campus and off-campus problems of today. In a later issue of *Teacher-Parent*, we shall give a complete statement of the findings. At present, it may be of interest to our readers to know of some of the results. So, here they are:

Fifty (50) per cent of the college students answering the questions believe that courses dealing with "war, poverty, unemployment, distribution of wealth, public health, and government" are more important than courses which train students to make a living; 40 per cent believe that teaching students to make a living is more important; 10 per cent of the students are undecided. Thirty-eight (38) per cent of the juniors in high school feel that courses that give vocational training are more important, and 19 per cent are undecided. Eighty-three (83) per cent of the high school juniors think that students should have some kind of hand in deciding what courses should be taught, 5 per cent do not think so, and 12 per cent have no opinion. Of the college freshmen and sophomores, 73 per cent believe that the students should have a say in curriculum making, 19 per cent believe they should not, and 8 per cent are undecided.

Fifty-eight (58) per cent of the college students believe that teachers have no right to propagandize students "to believe in democracy," 29 per cent believe teachers should do this, and 13 per cent are undecided. Forty-one (41) per cent of the high school juniors believe in this kind of propaganda, 54 per cent do not, and only 5 per cent are undecided.

Another one of the 21 questions in the questionnaire asks if a teacher should be "barred from teaching in the public schools because of his race, politics,

(What Students Think, page 38)



New!

**The Latest Information on All
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for High Schools**

UNDERSTANDING HEALTH

By I. H. Goldberger, M. D., and G. T. Hallock

This up-to-the-minute textbook covers in clear and interesting style the entire fields of health and safety education. It provides a terminal course in elementary physiology and relevant anatomy, hygiene and public health. An entire unit is devoted to safety indoors and out, and this topic is stressed throughout the book.

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Tooth decay, common skin disorders, new techniques in preventing contagious diseases, components and functioning of the blood, habit-forming drugs, mental and emotional health, behavior problems, chemotherapy, penicillin and streptomycin, and accident prevention.

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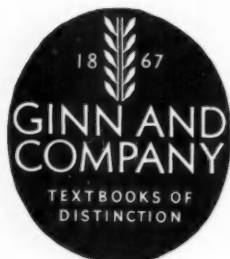
Among the other important topics well covered are care of the sick, injured and very young; sanitation, water supply, sewage and garbage disposal; proper light, heat and ventilation; and latest advances in combatting disease.

And the student learns about conserving mental energy, straight thinking, growing up socially and emotionally, and getting along with others.

Illustrated with some 250 photographs, anatomical drawings, charts and pictographs.

Please Ask for Descriptive Circular 145

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Fifth Street
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3**



THIRTY-THREE HUNDRED delegates are expected at the NEA St. Louis Convention on July 3-7. Plans are going forward for the 88th Annual meeting and 29th meeting of the Representative Assembly of the National Education Association. The program will consist of business sessions each morning; discussion groups on current problems and professional clinics each afternoon; and general sessions each evening. Three amendments to the Bylaws will be acted upon: (1) To provide a membership fee of \$2.00 per year for retired members of the Association; (2) That only those cities shall be considered for Convention cities where it is possible to make provisions for housing, feeding and seating of delegates without discrimination; (3) That no person be admitted or continued in membership who is a member of the Communist party or any party that advocates changing the form of the United States government by any means other than provided for in the Constitution.

ONE THOUSAND delegates expected for Citizenship Conference in Washington, May 22-24. Approximately 400 national organizations have signified their intention of participating in the conference. The entire conference will center around the theme "Citizens in Action."

LEADERS register for NEA Institute in Washington, July 24—August 18. This four week course is designed to equip and train leaders in educational association work. Full information is available from Joy Elmer Morgan, NEA Headquarters.

NEA National Commission on Teacher Education and Professional Standards will hold its annual conference at Indiana University, Bloomington, Indiana, from June 27-30.

CLASSROOM Teachers plan annual summer conference for Lindenwood College, July 10-21. The conference is designed to provide an opportunity for classroom teachers to discuss new trends in education, to exchange ideas, and to discuss organization plans. Overseas teachers who are guests of the NEA will join in the study of world problems.

WOTP to meet in Ottawa, July 17-23. Delegates from nearly all 23 national member organizations of the World Organization of the Teaching Profession will attend. Observers will include persons from the United Nations, UNESCO, and the Organization of American States.

AMERICAN Education Week will be observed from November 5-11. The theme will be "Government Of, By, and For the People." The NEA is preparing special helps to assist local committees in developing their plans. Distribution of helps will be made at nominal prices. You may obtain your order blank from the NEA, Washington, D.C.



On Our AEA Way

By WALTER MAXWELL
AEA Executive Secretary

THE IRONSIDE BILL. During the recent Second Special Session of the State Legislature, Mr. Fred A. Ironside, a Phoenix attorney, made certain proposals regarding initiative and referred measures which aroused considerable controversy. These proposals became the basis of Senate Bill 3, a bill which was passed by the Legislature and, as this is written, awaits action by the Governor.

It appears that certain newspaper writers grasped eagerly at the chance to give the AEA Initiative measure a "black eye." Day after day during the special session they shed their ink in an effort to convince the public that "the educators" were attempting to prevent enactment of Senate Bill 3 in order to "hide the cost" of the AEA Initiative. While other newspapers reported proceedings at the Capitol quite accurately, some newspapers failed to even mention the names of such persons as Senator Sam Head of Yavapai County and Representative Kel Fox of

Sedona who opposed what they considered to be an improvised and inadequate attempt to change the law governing initiated and referred proposals. The readers of some newspapers were never informed by their press of an amendment to Senate Bill 3 proposed by Representative Fox, a rancher. This amendment was adopted by a vote of 25 to 23 in the House of Representatives, greatly improving the Bill.

On the opposite page is a letter sent to Governor Dan E. Garvey which explains why AEA leaders were not enthusiastic supporters of the Ironside proposal, and which also makes clear that the AEA has not and does not oppose any well conceived proposals for strengthening and improving Arizona's election laws.

INITIATIVE PETITIONS. As we go to press, more than 40,000 signatures of Arizona citizens have been affixed to AEA Initiative petitions. Never before

See next page

DEPARTMENT OF LOUD APPLAUSE . . .

... THE FLYING CLASSROOM

MARJORIE C. ROBINSON, a teacher at the Tucson Senior High School, is one of 60 educators of our nation who is now on a tour of Europe with the "European 'Flying Classroom' Educators." The six weeks' tour, which began April 11, will be made entirely by air and will include visits in Paris, Rome, Lucerne, Frankfurt, Dusseldorf, Copenhagen, Helsinki, Stockholm, Brussels and London. The educators will confer with such men as Churchill, Attlee, Pope Pius XII, and United States ambassadors.

Miss Robinson's name was included in a list of nominations made by an Arizona committee of which State Superintendent Marion L. Brooks was chairman. One stipulation made by the sponsors of the "Flying Classroom" project, the Michigan State College and Yale University, is that the classroom teacher nominee of each state must have served as one of



the principal officers of the state education association. Miss Robinson was the 1949 Vice-President of the AEA. She is also a former president of the Tucson Education Association and has been especially active in support of new school legislation.

State Superintendent Brooks, in a letter of congratulations, expressed his pleasure at Miss Robinson's appointment as well as the hope "that the tour will prove valuable educationally and that the new experiences encountered (by her) may be shared by all upon your return."

Happy landings, Marjorie—and a safe return!

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ARIZONA CONGRESS of PARENTS AND TEACHERS CHANGES LEADERSHIP

At the annual meeting of the Arizona Congress of Parents and Teachers, held in Globe on April 20 thru 22, the out-going president, Mrs. P. M. Breeding, turned the gavel to her successor, Mrs. Spurling Saunders. Mrs. Saunders will serve for a period of three years.

Thru the years Parent-Teacher leaders have worked closely with teachers and have given invaluable support to the schools on behalf of the children of Arizona. We welcome this opportunity to do them honor and to wish them good-speed in the coming years. We believe that the message of the out-going president presents a challenge to both parents and teachers, therefore, we are proud to carry it on this page. With equal pride we present a message from the in-coming president.

school cooperation.

Parents and teachers; we are facing critical times—children must be prepared for citizenship in a troubled world. Rise to the greatness of the hour—there is no time to waste! Lay aside your fancied differences, forget your doubts and suspicions, tear down, the artificial barriers! Shoulder to shoulder, in friendship and good will, make your parent-teacher association a place where truly “parents and teachers may cooperate intelligently in the training of the child.”

Here, ready-made and waiting to serve you, is a potential force for good, for progress, for fellowship, for democracy, and for constructive living that is second only to the church. Here is your P.T.A. What will you do with it?

Goodbye, and may God bless and guide you—everyone.

Faithfully yours,

Ina B. Breeding



MRS. SAUNDERS

THE PRESIDENT'S PAGE

APRIL, 1950

Dear Friends:

The time has come to write “finis” to another chapter in the history of the Arizona Congress of Parents and Teachers. As we looked ahead, three years seemed a long, long time; as we look back, it was only a fleeting moment. It has been a privilege and a pleasure to work for you and with you; the memory of your courtesy, your cooperation, and your friendship will be treasured always. We hope and feel sure that you will give the same help and consideration to the incoming officers; we wish for them and for you the greatest possible measure of success and accomplishment.

As we stand at this parting of the ways, we are filled with dismay and regret—the need was so great and we have done so little! Suddenly we are possessed of a desperate urgency to talk to you—to tell you of the responsibilities that are yours; of the opportunities that lie before you. There are still thousands of persons who know nothing of the parent-teacher movement, or, knowing, do not understand nor appreciate its full significance. Here is a national organization of strength and prestige, child-centered, motivated by noble purposes and guided by policies tried and found worthy by long experience. Within this framework you can, if you will, build an effective local unit, geared to the needs of your community and dedicated to the promotion of child welfare through home-



MRS. BREEDING

As we enter upon a new Parent-Teacher year we should realize that the work that lies ahead of us develops logically out of what has already been accomplished. The tasks may change due to changes in our world, but the underlying purposes and objects of the Arizona Congress remain the same.

We, parents and teachers, bound in

membership in the only organization of its kind known to us, have the ever-present challenge to protect and further the educational needs of our children and youth—this challenge must spur us on to an increased action program. Therefore, we must work closely together, discussing, planning, studying, and then acting upon our common problems in a solid front.

Every youngster, to mature to his greatest capacity of living, must be assured a good home, good health, good community environment, and good schools. These are broad general terms, we admit, but they cover what every parent or teacher realizes will assure us the best possible type of citizens in the hoped-for peaceful world of tomorrow.

Our Arizona Congress membership now stands at 39,304—a great potential force with which to secure good homes, schools and communities for our young people. Too, the close cooperation between the Arizona Education Association and the Congress—a cooperation built thru combined efforts over the past several years—is a necessity in moving toward the achievement of these ideals.

The effectiveness of our Parent-Teacher program will determine to a large extent how many people become interested enough in the education of our children to want to make it his or her own personal responsibility. In short, “... today there are no outsiders in education.”

Mary B. Saunders

ARIZONA TEACHER-PARENT

AASA Convention—Through 10 Pairs Of Eyes

"When we lose faith in each other we are weak no matter how high the pile of atomic weapons we have." These were the words of David E. Lillienthal as he addressed some ten thousand educators at the AASA Convention. He went on to liken talk about the hydrogen bomb to a "cloud of words" that followed the explosion of the first atom bomb. He claims that following the bombing of Hiroshima and Nagasaki there followed "the greatest verbal defamation in history, a mushroom-shaped cloud of words, 40,000 feet in altitude, purple in color." He added that there is "no black magic" about atomic energy and that it is a terrible error to believe military security can be obtained by piling higher and higher stock piles of atomic bombs and others of like nature.

PUBLIC RELATIONS FOR AMERICA'S SCHOOLS was the topic presented by Reese Smith as he advised school administrators to "stop talking to themselves and talk to the public in simple language in order to secure public support and understanding of schools." He went on to urge the recog-

nition of the fact that good public relations is a two-way process by means of which educators talk to the public and in turn provide adequate channels through which the public may talk to them.

COMMISSIONER URGES LOCAL SCHOOL CONTROL. Earl J. McGrath, U. S. Commissioner of Education said, "In the United States, education traditionally has been a local matter. It should remain so." He also declared that the schools of this country are in need of higher teaching standards, better salaries for teachers and improved school facilities.

EDUCATORS SEE LOSING BATTLE IN GERMANY. Superintendent John L. Bracken of the Clayton, Missouri schools publicly criticized the United States program to reeducate the German people. He accused: "Education has been only the minor arm of the Army and the Navy and the United States State Department. Americans have long considered and continue to consider their teachers to be mass baby sitters and their superintendents to be their foremen. Until the public feeling

grows that educators should be in on this very important work, we won't be. I believe that's our job in Germany."

VIDEO IN SCHOOLS. Television was described to delegates as a device "to bring the outside world into the classroom and the classroom into the home." The superintendent of Baltimore's schools explained to delegates how programs are conducted in some 30 to 40 schools in Baltimore which are equipped with television sets. Dr. Charles A. Sietmann, professor of education of New York University, warned: "At this stage of the game, let caution be our word. Before we plunge into action we should look before we leap and think before we look."

SCHOOL BOARDS. The we-will-tell-you-all-we-want-you-to-know attitude of too many school boards and school administrators must be replaced by an open door policy, educational leaders said at the AASA convention. The public, the school administrators, the teachers, are the important three legs to the three-legged school on which a good public relations program and in (AASA, page 33)

AEA Delegates to NEA CONVENTION



Foster



Hollister



Robinson



Allen



Brooks



Adams



Den Hartog

N
E
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ARIZONA'S 4,460 NEA-AEA members are entitled to thirteen delegates to the NEA Representative Assembly in St. Louis, July 2-8. They were chosen by the AEA Executive Committee at its last regular meeting.

These delegates will represent the AEA when policies of the National

Education Association are formulated for the coming year. They will have full voting powers in determining policies and in the election of NEA officers. Some of them plan to attend the pre-conference on Teacher Education and Professional Standards which will be held at Bloomington, Indiana.



Wilcoxon



Stewart



Vail



Tammon



Rogers



Maxwell

Stanford University

ARIZONA TEACHER-PARENT

data which will aid in developing behavior consistent with the demands of our new membership and leadership in the world community. Consider a parallel case a century and a half ago. Many of our forefathers who had just won their freedom from England had come to believe the highest sovereignty resided in each newly independent colony. Yet the increasing interdependence on the young American continent forced the educational agencies of that day to accept the task of preparing a generation that believed in a higher order of sovereignty — a United States of America.

In the half-century ahead, schools in our nation and throughout the world face a comparable task in developing citizens who can simultaneously and consistently function without conflict of loyalties in the several concentric circles of community—the local, the state, the national, and the world.

The schools must provide youth with opportunities to share as junior partners in improving our society. Earlier a reference was made to the further postponement of a youth's entrance into partnership in doing the work of the world. As the power revolution mounts in intensity, the minimum chronological age for a youth to begin his gainful employment will be pushed ahead into young adulthood. With this delay in economic maturity will come postponement of participation in social and political activities. To absorb this extended time of idleness of young, compulsory school attendance will be advocated as the proper remedy. And that remedy will involve one of the greatest challenges to the schools that we must face in the decades ahead.

In the democracies the schools must sharpen their work of developing a clear understanding of and allegiance to our democratic values. In a divided world, where the totalitarian governments are effectively using education to indoctrinate for authoritarian values and to immunize against democratic values, the democracies have no alternative except to do a fundamentally better job of preserving and improving our way of life.

Our schools must not adopt the closed system of indoctrination with its use of fear and dogma practiced by authoritarian teachers, for to do so would deny our faith in reason and free inquiry as the life blood of progress. But we cannot take our democratic values and their implementation for

granted. It is probably a blessing in disguise that competing ideologies force the democracies to give more attention in their schools than has generally been true in the past to the understanding of democratic values and to the development of behavior that is consistent with these tenets.

Our schools must find a satisfactory solution to the problem of central versus decentralized authority and control. The problem is not unique in education; it is part of a larger conflict growing out of our need for central agencies to integrate the complex activities of expanding communities in an interdependent world on the one hand, and our need to keep decision and action decentralized in the hands of those small social groupings where most of life's problems are met and solved.

How to win support

Teachers must be aware of the many possible directions in which society may travel in the second half of this century and clearly understand the values to be found in each of the possible directions.

It is unfortunate that as a professional group teachers have had little opportunity to become familiar with the "shape of things to come." College programs preparing teachers have generally neglected foundational work in the wide range of the social sciences and physical sciences.



We then turn to the laymen and their need for seeing the part the schools must play in bringing into being the kind of society embodied in the American dream.

We must first remember that the "public" already possesses understanding of the shape of things to come. We school people must remember that the public consists in part of the very specialists and scholars from whom we educators get much of our vision of what the future holds for us. The leaders in our communities are generally informed about the problems and promises of tomorrow. It is unrealistic, if not arrogant, to assume that educational leaders alone, or even primarily, possess the "word" which they must give to the layman.

The schools must provide us and our youth with the understandings, atti-

tudes, and skills needed to control and to use for human betterment the vastly increased mechanical power available in the decades to come. It is not enough that we develop specialists and technicians who can work miracles with nature. We must expose every citizen, regardless of his role in the emerging society, to a broad general education which is the only assurance that men will remain intellectually and spiritually free to decide for what ends the new power shall be used. The alternative to totalitarian slavery is democratic freedom. But democratic freedom may become a farce or even anarchy without the integrating force of understanding and attitude that a good general education enhances.



SHARING KNOWLEDGE

There is a special role, however, which the educational leader must assume. Few laymen or few teachers have taken the time or made the effort to translate their understanding of the great trends in our modern world into a conception of the new functions which the school should perform. The educational leader should be responsible for getting laymen and teachers to focus on the school problems which face us—problems concerned with providing an education adequate in quality and quantity to prepare us and our children to live up to the possibilities of the next fifty years.

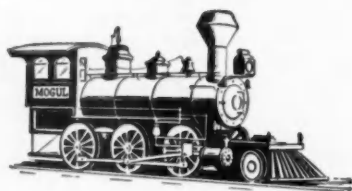
Man can control

As we pause at mid-century, to view the future, we must remember that the shape of things to come is primarily within our power to control. In the short run, unpredictable natural forces and unforeseen social behavior may temporarily halt our progress. But over the long run, men are more and more able and willing to use intelligence and education to achieve their dreams of a better life. We need to keep clearly in mind this simple fact that what we do or fail to do today determines what will unfold tomorrow. Because we can within broad limits use education to make the future of this century what we will, it is necessary that our educational outlook be realistic and courageous.

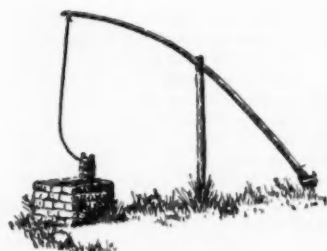
"The shape of things to come is primarily within our power to control. We can use education to make the future of this century what we will."
Paul R. Hanna.



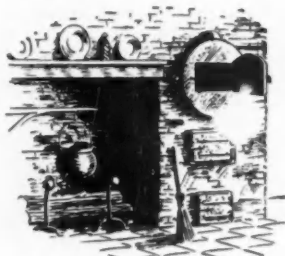
Boston rocker



Mogul locomotive with pony truck



Well sweep



Rumford oven in position beside a fireplace



A garrison house, specially constructed for defense against Indians

Illustrations from the **DICTIONARY OF AMERICANISMS**, copyright by The University of Chicago

AMERICANS ARE A WORDY LOT

The story of the coming Dictionary of Americanisms as told by
MITFORD M. MATHEWS to **EMMA SCOTT**, staff writer,
Arkansas Journal of Education.

IF you have been accustomed to regarding dictionaries as dusty-dry volumes full of "just words," you are in for a surprise when you look at the Dictionary of Americanisms. By illustrations and by text, it gives the exciting history of the colorful, meaningful words with which American people have enriched the English language. It is not just a compilation of words, it is rather an American Document. It is history, economics, sociology, art, and culture.

"We study words to find out about people," said Dr. Mathews in referring to the work of dictionary-making which has engaged his attention during twenty-six of his fifty-eight years. Words are made by people, of ingredients which they find at hand, in order to express the ideas that need expressing or to name the things which must be named. An American toy manufacturer needed a name for the small wooden disc-like toy which everybody knows as a yo-yo. He listened to chil-

dren at play. He dropped a letter from the frequent "you-you" exclamation of excited children, and he had the name for his toy.

A dictionary of words and expressions arising in a particular geographical area thus become a source book on that area. This Dictionary of Americanisms will be a particularly rich source, for it will reflect the 361-year old culture of the largest area in which one language has ever prevailed. It will be a sort of time capsule of civilization, a pyramid of culture, by means of which the present and the immediate past are preserved for the future.

Over a 361-year period Americans have contributed to the English language more than 50,000 words. Not just slang words, not just campus vernacular, not just jive talk, but good, solid dictionary-status words — two thousand pages of them have come into the language by way of America since the year 1588.

Appendicitis is an American word;

so are **hydrant**, **campus**, **gorilla**, and **electrocute**. **Faculty** when it means a group of teachers, and **radiator**, when it refers to a heating device, also are Americanisms. Both words are used in other English-speaking countries, but the two specialized meanings became associated with them only in America.

For the past four years a group of University of Chicago lexicographers, headed by Dr. Mitford M. Mathews, has been collecting these Americanisms for inclusion in a dictionary scheduled for publication the early part of 1951.

Made in America

When it is finished it will contain two kinds of Americanisms. There will be one group of American-made words — words made in America, by Americans, to express American ideas. (Sounds like a Fourth of July speech, doesn't it?) **Automobile** is such a word; so is **yo-yo**; and so is **phony**.

There will be another group containing American-appropriated words —

words already in the English language which we have taken to express an American concept, or gadget, or idea. **Currency**, meaning money, is an example of a word which was already in the English language when we wrested it from its original abstract meaning (state of being current) to use it as a name for our folding money.

Work on the dictionary has centered in the University of Chicago, but people all over the United States have helped. The tracking down of a word often turns out to be a long and devious process, but before any word is included in the Dictionary of Americanisms it is traced to its original printed use in the language. And its entry in the Dictionary includes the excerpt containing its first written appearance in the language, the name of the person by whom it was introduced, and the circumstances under which it was first used.

On the trail of words

A great many different people—scholars, country editors, businessmen, housewives, and even a prisoner—have helped Mr. Mathews and his colleagues in tracking down this accumulation of American-evolved expressions.

Librarians, according to Mr. Mathews, have been the most helpful group. It seems easy for them to understand just what information is wanted and to send it in. College professors have not been too helpful. Their contributions too frequently turn out to be long, well-developed essays.

The Dictionary will contain no words which have not appeared in print. No matter how often you have heard a word, nor how sure you are that it is an Americanism you are wasting your time to turn it in to the dictionary makers unless you can point to it in print. Any kind of printed materials, from reports on scientific research to mail order catalogs, will do as a source for tracing the etymology of Americanisms. But an expression that you have often heard your grandmother use, unless it appeared in the daily news of her published memoirs or some sort of written material, won't find its place among those fifty-thousand entries in the Dictionary.

Membership in the National Education Association on March 23 reached a new all-high of 444,992, pointing toward a membership above 450,000 on May 31 when the official count for the year will be made.

The Arizona Education Association also reached an all-high membership with a total of 4460 members, the largest number in the history of the Association.

SUMMER ISSUE, 1950

ASIA THROUGH ASIAN EYES

Ambassador CARLOS P. ROMULO,

Chief of the Philippine Mission
to the United Nations.

WHENEVER the Fourth of July comes around, I think of a little-known incident of the war, small in itself, but symbolic of bigger things. It happened five years ago today, in a little town in Laguna, a province of Southern Luzon. This town, with its coconut groves and its houses of bamboo and nipa palms, nestles against the foothills of the Sierra Madre on its eastern side. A small river gives it access to the Latuna Lake on the west.

At dawn of July Fourth, 1944, the townspeople were awakened by gunfire along the river and on the hillside. The firing converged swiftly upon the Japanese garrison quartered in the school house near the town plaza. There the shooting worked up to a quick crescendo, ending in three sharp, savage bursts of machine gun fire.

The long silence that followed was almost unbearable. It was broken by the sound of music, rasping and a little

the other was America's Old Glory. Both were battle-stained and tattered; they waved in the morning breeze all the more proudly for that.

They waved in the wind and the sun, under the blue sky of Laguna, all day of that Glorious Fourth. The guerrillas who had put them up held the town until nightfall. Then they withdrew to the hills, taking the flags with them. Japanese reinforcements took over the town; there were reprisals. No one complained; no one regretted the incident. The whole town gloried in the realization of having taken part in a symbolic act asserting the Filipino people's unconquerable love for freedom as well as their comradeship with the people of America in the battle for its redemption.

That was how the Fourth of July was celebrated, in 1944, in a little town in the heart of a country occupied by the enemy. For one whole day that little town was an island of liberty held by free men amidst the engulfing tide of enemy power. The flags that had flown side by side in Bataan and Corregidor were held aloft again in token of faith in ultimate victory. The armies of liberation were still three months and hundreds of miles away; General MacArthur was not to land in Leyte until October of that year. But in that unknown and forgotten little town in Luzon the people knew in their hearts that the flags of freedom would soon be flying not only in their town square but all over their country — and eventually over the world.

YOU ARE YOUR GOVERNMENT

Theme of the



FIFTH NATIONAL CONFERENCE ON CITIZENSHIP

May 22-24, 1950
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Co-sponsored by the
National Education Association
and the United States
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uncertain at first, gradually becoming clearer and more confident. It was a trumpet, playing "Land of the Morning," the national anthem of the Philippines. It finished the song with a flourish. There was a one-minute pause. Then the trumpet was heard again, this time playing the solemn opening bars of "The Star Spangled Banner."

As though suiting action to the words, two flags went up the twin flagpoles of the school house. One was the Sun and Stars, the Philippine flag;

CARLOS P. ROMULO is perhaps the number one citizen of the Philippines. During World War II and the seige of the islands by the Japanese, he and his family suffered long months of separation and hardship and were reunited only after the end of hostilities. He witnessed the fall of the Philippines into the hands of the enemies. He was among the passengers of the last plane which left the island before capitulation.

Mr. Romulo is author, lecturer and statesman. This article is the text of an address he made before an American audience in Mechanics Hall, 1949. Those of you who heard him speak in Phoenix during the war will well remember the sincerity of his message.

SIGNS OF COLLEGE ALREADY ARE IN THE AIR

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KINDERGARTEN

ISN'T JUST PLAY



"Tell me about it."

Teacher-parent conferences in Pasadena are smoothing the path for kindergarten pupils.

ELAINE A. WALLER

Staff Writer, Rural Editorial Service

RUTHANN was sulky and spoiled, or so her kindergarten teacher thought. She never took part in group activities, was sullen and standoffish. This calls for the kind but very firm approach, her teacher reasoned. But then she visited Ruthann's parents in their home, where she noticed that the child's father was reticent and reserved. Why, that's Ruthann's problem, too, her teacher realized.

From then on she used different tactics. She emphasized security, praised Ruthann for her excellent art work, tried to build up her confidence. It wasn't long before Ruthann had overcome her shyness enough to take part in group rhythms.

Little understandings like this, that smooth the path for beginners and their teachers, are the result of the new "180-minute kindergarten" program in California schools. The key to its popularity among teachers is that it reserves half of each school day for parent conferences.

In Pasadena, where Ruthann goes to school, the program has operated for about a year and a half. Until February, 1948, Pasadena kindergartens were on a 130-minute schedule and kindergarten teachers were handling both morning and afternoon sessions. But in June, 1947, the state legislature of California passed a law permitting the establishment of the 180-minute kindergarten program which lengthened the classroom session and set aside half a day for parent conferences.

The set-up will become mandatory in four years, but now the teacher shortage limits the number that can be freed for conference time. Eighteen of Pasadena's 48 kindergarten teachers

are participating—and the rest are clamoring to be included soon, according to Dorothy M. Swatzel, assistant elementary curriculum coordinator.

There's better rapport

Why all this enthusiasm? Margaret F. Barnes, Ruthann's teacher at Washington Elementary School and one of the fortunate 18, can tell you: "One of the big benefits of the program is that you establish rapport with your children. It's tremendously better when they see you in their homes. Before that, they think you live, eat, and sleep in the kindergarten. They'll talk about your visit for days afterwards."

Closer relationships with parents has been another logical outcome of the parent conferences. As Miss Barnes explains, "I have more understanding of the parents and home situation. I can understand the tired working mother and her problems. I learn to appreciate what the family is doing for the child. I get to know all sides of the child."

A chance to see the child at home often reveals to the teacher the proper solution to classroom problems, as in Ruthann's case. When serious difficulties come up, there's a foundation of understanding that makes talking to parents much easier. Miss Barnes tells about Jerry:

"Jerry had been stealing. In class he was aggressive and non-cooperative. I had visited his mother before, and when I told her about this problem I got a fine reaction. Home discipline, I found, was far different from school discipline. At home he was held down on the 'Children should be seen and not heard' theory. He was forever squelch-

ed indoors, turned completely loose outdoors. He hadn't learned how to use freedom and practically went berserk in the kindergarten when the pressures were removed.

"So I invited his mother to school to see the situation—and of course Jerry didn't budge the whole time she was there! But she's tried so hard to follow suggestions and plans we made together. Now she is giving him more responsibility, sending him to the store on errands. Best of all, his stealing has stopped."

For pupils and teacher, the added minutes to the kindergarten day has meant a more relaxed program. Teachers say they have more time for individual and small group interests, beside the usual kindergarten program.

Parents plan meetings

"Why, I never knew kindergarten wasn't just play," parents often exclaim when they come for a visit. Observations have shown them that it is a place of learning and living, that the hollow blocks, for example, are for big-muscle development, the small blocks for small-muscle development so necessary before a child can learn to read. They've also seen the value of kindergarten in teaching their children how to get along with others.

Parent discussion meetings are part of the program, too. Once or twice a month they meet to talk about the development of the five-year old. Mothers and fathers help plan the meetings on subjects on which they want information. A committee composed of a teacher, the principal, and a parent at

(Kindergarten, page 34)

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Association Leaders

(From page 19)

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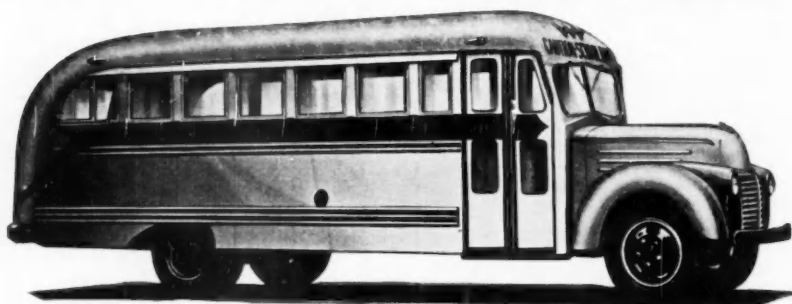
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(Know Arizona, page 39)

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and west meets east in
the pause that refreshes

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In Bangkok, where temple bells commingle strangely with the tempo of modern business, a western custom has found hearty acceptance. With Thailanders, as with people everywhere, Coca-Cola and the pause that refreshes have become part of daily living—just as both provide welcome, pleasant moments to people here at home.

OPERATION SAFETY

"The way your child walks, runs and plays," Sheriff Cal Boies told Tempe's parents today in connection with the Maricopa County and Phoenix City Councils of Parents and Teachers, "may well determine his future—or lack of it."

"National Safety Council figures show about a third of the children between five and 15 years old who were killed in traffic accidents each year were playing in the street at the time. About one sixth of them ran or walked from behind parked cars and a fourth of them were struck while crossing between intersections. In far too many of these cases the child had never been taught that what he was doing was dangerous."

The County and City Councils of P.T.A. urged parents to impress the following rules on their children:

1. Remember—the streets are for cars—not scooters, tricycles or play.
2. Cross the street only at the corner, preferably at one with an automatic signal or traffic officer. Look both ways, then for turning traffic, and cross only when the way is clear.
3. Never forget that bicycles are subject to the same rules and regulations governing automobiles, including the careful observance of signs and signals.

"It's time we quit laying the blame exclusively on the shoulders of the motorist, the child's immaturity and Fate. Parents must know that they are involved as deeply in this problem as anyone," said Mr. Boies.

SLANG

"Slang is a device for making ignorance audible." John Andrew Holmes, clergyman and author. *Family Circle*

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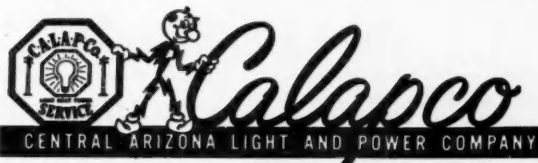
He's the symbol of American freedom, where the law is the trusted servant of the people. It's a lot different in *police* states, where the man in uniform is the symbol of tyranny and oppression.

It can't happen here, you say? Yet many a country has been inched into a socialistic form of government, so slowly, so gradually, that its people were enslaved before they realized the danger . . . and all the while their leaders declared, "Everything is being done for the good of the people!"

Yes, even in the United States, we hear people say, "Let the government control certain industries and services. Let it begin by taking over the doctors, the newspapers, the railroads, the electric light and power companies. Government control is good for the people!" This is how a socialistic government gets its foothold.

Remember this: Every time government gains control of something else, you lose something—another liberty. Eventually government grows stronger, and the people become the slaves to the law. The friendly cop on the corner is replaced by the watchful agents of a too-powerful government.

Who wants that kind of America? Nobody! Well, it's up to you!



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1950 CALENDAR

May 22-24: Fifth National Conference on Citizenship, Washington, D. C.

June 19-22: Fourteenth Annual National Conference, National Association of Student Councils, West High School, Denver.

June 25-July 14: National Training Laboratory in Group Development, NEA Division of Adult Education Service and cooperating universities, Bethel, Maine.

June 27-30: National Conference, Standards for Teacher Education Institutions, NEA Commission on Teacher Education and Professional Standards, Indiana University, Bloomington, Indiana.

July 2-7: 88th Annual Meeting, National Education Association, St. Louis, Missouri.

July 2-7: NEA Department of Classroom Teachers, St. Louis, Missouri.

July 2-7: NEA Department of Elementary School Principals, St. Louis, Missouri.

July 10-12: International Relations Workshops, NEA Committee on International Relations and NEA Department of Classroom Teachers, Lindenwood College, St. Charles, Missouri.

July 10-12: Seventh National Conference, NEA Department of Classroom Teachers, Lindenwood College, St. Charles, Missouri.

July 17-23: Delegate Assembly, World Organization of the Teaching Profession, Ottawa, Canada.

July 24—August 18: Fifth Annual NEA Institute of Organization Leadership, The American University, Washington, D. C.

August 13-19: Workshops on the Improvement of Professional Laboratory Experiences in the Education of Teachers, sponsored by the American Association of Colleges for Teacher Education at Arizona State College, Flagstaff; University of Wyoming, Laramie; Central Missouri State College, Warrensburg; University of Florida, Gainesville; University of North Carolina, Chapel Hill; State Teachers College, Lock Haven, Pa.; and Keene Teachers College, Keene, N. H.

October 9-11: Fifth National Conference of County and Rural Area Superintendents of Schools, Columbus, Ohio.

October 18-20: Annual Fall Conference, NEA Department of Adult Education, Chicago, Illinois.

November 5-11: American Education Week.

November 19-21: National Conference on Safety Education at the College and University Level, sponsored by the NEA National Commission on Safety Education, Cincinnati, Ohio.



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LOOK - HEAR - NOW

by Dorothea Pellett








Director of Visual Education, Public Schools, Topeka, Kansas

(Films are 16mm sound, black-and-white, "classroom-tested," and may be secured from local distributors. For those you are unable to locate, a note to Mrs. Pellett will be forwarded to the producers.)

What is Modern Art (20 min. color,

Princeton Film Center) Verbal explanations and excellent photography focus on the controversy touched off by gallery-goers who view examples of the current "isms" in contemporary painting. As the photogenic girl queries the artist he gives clues to understanding what artists attempt to do, and

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MEMBER FEDERAL DEPOSIT INSURANCE CORPORATION

shows examples of famous artists' work. Filmed in New York's Museum of Modern Art whose exhibitions show artists "exercising the noblest prerogatives of human beings, curiosity and research," this is the first of a series dealing with art forms.

Buying Food (10 min. Young America Films) An attractive young housewife demonstrates six points toward wise use of the food dollar, after hungry husband Henry fell into error. High school, college, and adult homemakers profit from the well-organized visualized ideas as they did from "Meal Planning," a related film.

Friction (10 min. Young America Films) Experiments and diagrams show what friction is, how it hinders and helps. Drawings, working diagrams, and actual (Magnified) photography effectively demonstrate how the human ear changes vibrations into nerve impulses. Structure and function of the throat, sinus, outer, middle and inner ear are shown and causes of impaired hearing suggested. For junior and senior high, college and adult groups interested in the sciences and health. A related film: "The Voice."

The Life of a Plant (10 min. Color, Encyclopaedia Britannica Films) Time-lapse photography shows 40 days' growth of green flowering plant, then skillfully-drawn moving diagrams show the four basic processes going on at once inside the plant. In the summary, live photography with the diagrams repeats the life cycle and the new vocabulary so upper elementary as well as older students understand. Related films: "Work of Flowers," "Leaves," "Roots."

Eyes Bright (10 min. color, Avis Films) Attractive Judy (of "Judy's Smile") and three friends show how eyes help enjoy work and play. They learn from nurse, teacher, parents, and books how to keep their eyes bright, and summarize the learning in a picture show for their schoolmates and yours.

Sparky, the Colt (10 min. color also, Coronet Films) Teachers find, as in "Frisky, the Calf," a "before-reading" experience to build vocabulary, desired attitudes, and stimulate language arts expression. Little children eagerly watch to find what was David's surprise, if they made friends, what name he chose, in a near-to-their-hearts situation.

Here's a Tip on Tops in Travel



Next time you take a trip by train, make a mental note of how much *more* you get for your ticket money than just transportation.

For example, there's all the sit-back-and-relax comfort of wide, roomy seats. And there's plenty of space—room enough to stretch out, to roam about. In a railroad train, you're never "handcuffed" to your seat.

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Traveling by rail, you know where you're going and that you'll get there regardless of weather. Trains are seldom affected by fogs and storms.

Then there is the pleasant feeling of security. Just sit back and take it easy in the knowledge that the train is the safest way to travel.

Next time—take the train and you'll see what a lot more you get for your money than just transportation.

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"CONFERENCE" Has New Meaning

Margaret Bouse

The phrase, "Convention Report" has always left me a little "cold." However, since returning from the Southwest Regional Conference of Classroom Teachers held in Salt Lake City, Utah, I feel much "warmer" toward the words, "Convention" and "Conference."

Headquarters for the meetings was Hotel Utah, the theme—Unity in Diversity—The Design for Our Profession; the director, Miss Mary Virginia Morris of Los Angeles, California. We were off to a flying start with Registration preceding the First General Session of Friday evening, March 17. A colorful St. Patrick's Day motif in decoration set the stage for introductions and greetings from members of local, state, and national Classroom Teachers Associations, followed by a roll call of the six Southwestern states represented. A reception with Salt Lake City teachers hostesses for the evening, followed the business session.

A summary of the discussion revealed the following points: Participation of all teachers in all activities, local, state and national, is necessary if specific accomplishments are to be realized. As teachers we must render service, widen our viewpoint, and broaden our lives. The value of the State organization as a clearing house was stressed, and the establishment of strong local organizations was urged by several members of the panel.

Speaking on the National level, Miss Hilda Maehling, executive secretary of the department of classroom teachers, gave an interesting account of the inner workings of the department at



"Would you like to hear my part in the school concert, Dad?"

ARIZONA TEACHER-PARENT

NEA headquarters. She stressed the fact that a new concept of the teaching profession has been built through the efforts of the NEA, and that citizens throughout the nation are learning of the value and needs of the education system.

Hester Combs, Phoenix Classroom Teacher Association President, asked for the support of the group in electing Nell Wilcoxon to the position of Southwestern Regional Director of the NEA Department of Classroom Teachers. Following the announcements, approximately 200 teachers assembled for luncheon on the Roof Garden of Hotel Utah. We enjoyed a magnificent view of the city and snowcapped mountains, listened to fine musicians from the Salt Lake City High Schools; partook of a delicious luncheon and last, but not least, heard the guest speaker. Speaking on "Unity in Diversity," Mr. Wardner said the sharing of common democratic principles tends to unite diverse groups of citizens in the United States. "Unity in education," he said, "will come from sharing similar goals rather than from adopting a similar pattern or putting a straight jacket on teachers thinking."

America's classroom teachers must prepare children to cope with a complex world, continued Mr. Wardner. Teachers must impress upon children the need for behaving in an ethical and moral manner.

Following the luncheon, workshop groups met again. It was here that I encountered a noticeable feeling of frustration. All of the groups met at the same time and for what seemed to me a short period of time, considering the topics to be covered. I wanted to be too many places at once, but had to decide on attending only one meeting, Organization of Workshops, which I enjoyed very much, perhaps because Hester Combs made such a fine contribution to the discussion!

Mayor Earl J. Glade said in an address at the banquet that "America is deeply indebted to the teaching profession for its vital role in the raising of American living standards. Government and civic officials depend upon teachers for leadership in developing an appreciation of American freedoms and the American way of life, Mayor Glade continued. "We realize that sometimes parents are sadly remiss in instructing their children in these priceless loyalties and that, therefore, a very considerable burden develops upon you," he said.

Thus we ended our journey to Salt Lake City! But before I leave you perhaps I'd better tell you that Edna Mellor took some beautiful colored pictures of the entire trip, so if you are interested, give her a ring!

SUMMER ISSUE, 1950

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SPECIAL OPPORTUNITIES are offered in the fields of Art, Music, Drama, Audio-Visual Education, Remedial Reading, Speech Correction, School Administration, Counseling and Guidance, Inter-cultural Education, Communications, Physical Education.

Write to Director for Summer Session Bulletin
UNIVERSITY OF SOUTHERN CALIFORNIA
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EDUCATIONAL ANNOUNCEMENTS

THIS IS THE UN

An album of phonograph records, telling in dramatic, documentary style the living story of the United Nations is being produced at Lake Success and will be ready for sale to schools, libraries and community organizations during the summer of 1950. The origin, scope, aims and achievements of the United Nations will be described, and the material used will be undated and have permanent value. It is hoped that many schools and community organizations in the United States and Canada will have a copy of the album by next October 24, "U.N. Day."

NEW VISUAL AID LIBRARY

Here's good news for those schools using educational films. The Coronet Films are depositing with Kelton Audio Equipment Company, Inc. their complete library of educational films for rental purposes. This will be a boon to those schools who are not members of the film cooperatives and will make available to them one of the finest selections of educational films in the country at very nominal rates. This film library will also make available preview prints to those schools wishing to purchase outright. It is not the intention to have this library compete with the film cooperatives already established, but rather to supplement



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and make more films available to all of the schools. Bookings for the fall term are now being accepted by Kelton Audio Equipment Company, Inc. on the entire Coronet Library as listed in their catalog. We suggest those schools interested contact Kelton Audio Equipment Co., Inc., and get their listings in early so that they may be able to secure the prints they want on the desired dates. This film library should be an asset to all of our school systems in the state of Arizona.

MRS. MURDOCK PUBLISHES

"Constantino Brumidi, Michelangelo of the United States Capitol," by Myrtle Cheney Murdock, wife of Congressman John R. Murdock of Arizona, will be published probably in midsummer under the sponsorship of **The National League of American Pen Women** with the financial backing of an anonymous Foundation.

The book will be 10 by 12 1/4 inches in dimension, and tentatively has been scheduled to contain 128 pages, 12 of them full color prints and 24 black and white pictures. Binding will be cloth.

The book will tell the story of Brumidi's life and will show Brumidi "treasures" of art in the Capitol Building of the United States. Brumidi, an Italian refugee came to America in the middle of the last century and soon had commissions to decorate the Capitol Dome, Capitol reception and committee rooms, the Rotunda, and the ground floor of the Senate extension.

SPECIAL BULLETIN AVAILABLE

Second Graders Try Their Wings is the name of the latest special bulletin of the Department of Elementary School Principals of the National Education Association. It is the well-written story of the activities of the second grade in Bromwell School, Denver. 50c per copy from the DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS, 1201 Sixteenth Street, N.W., Washington, D. C. Free to members of the department.

BROCHURE FOR DEANS

The Dean of Women in the Institution of Higher Learning is the new publication by that Department of the National Education Association. The brochure is available from the National Association of Deans of Women, 1201 Sixteenth Street, N.W., Washington 6, D.C. It describes the central task of the Dean of Women, giving some attention to the history of the position, the specific responsibilities and functions, and the personality, knowledge and skills needed by a dean of women.

(Announcements, page 36)

SUMMER ISSUE, 1950

Reddy helps build a

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SLEEP - vs - EMOTIONS

THE emotions, whether of a pleasurable or painful nature, interfere with normal sleep. It matters not what emotions are aroused—fear, worry, disappointment or pleasant anticipation of the future.

The most dramatic results that have been obtained by the various investigators of sleep have been those dealing with the effects of the emotions on the "quality" of an individual's sleep. Renshaw found that after certain types of motion pictures a large percentage of the children which he used as subjects showed a marked increase in motility. In fact the loss of sleep in these subjects was so great in amount as to be "positively detrimental to health and conduct." This pronounced effect was noted particularly in children over 10 years of age.

In the report of Giddings of his studies on the effects of emotional disturbances on sleep, there are curves showing marked disturbances in sleep patterns of individual children after emotional upsets. For example, the number of active minutes of a child who had been told that his father, a widower, had remarried, was increased from 68 to 120, the motility being almost twice that of a normal night. After one of the children had his bicycle stolen, the number of active minutes was increased from 72 to 110. Once during the course of these experiments, when there was an attempted burglary, the activity of the whole

group of 24 children was doubled the average of a normal night. The motility of the whole group was also markedly increased the night before commencement.

The results of Giddings show that in children who were accustomed to moderate physical exercise, there was no effect on sleep motility from physical exercise taken approximately 1 hour before retiring. The normal motility curves of 15 nights sleep on 12 children were identical with those taken on 15 nights after these children had been engaged in severe physical exercise.

Sleeplessness or restless sleep may be erroneously laid at the door of severe mental activity or mental fatigue. Studies were made on the motility of the sleep of children after an hour's intensive study shortly before bedtime. The sleep patterns obtained after this intensive mental effort were normal in every respect; but, when the children studied on the night before an examination, their sleep patterns showed a large increase in the restlessness of sleep. Here we see that severe mental activity of itself does not lead to restless sleep, but when the emotions are aroused—perhaps fear of making a poor grade on an examination—there is a marked derangement of sleep.

It has long been accepted that the drinking of a glass of warm milk on retiring induces sleep and this form of therapy has often been prescribed for individuals who have difficulty in going

This article is a report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, NEA Headquarters, Washington, D.C. It was edited by Thurman B. Rice, M.D., Department of Bacteriology and Public Health, Indiana University, Bloomington.

to sleep.

Giddings, in a study using children as subjects, concluded that the drinking of 6 oz. of warm milk at bedtime was conducive to quiet sleep. The drinking of 6 oz. of warm water, 6 oz. of orange juice or 6 oz. of a cold caffeine-containing beverage (0.6 grain caffeine had no effect on the sleep pattern of normal children.

Further experiments with children showed that warm or cold baths just prior to retiring seemed to have no constant effect, either in the production of or in the interference with, sleep in normal children. However, a large amount of food taken at the evening meal resulted in a marked increase in motility. This restlessness in sleep was pronounced in the first hours of sleep but in many cases continued throughout the whole of the night. When the children were given a "light" meal at night there was no noticeable change in activity from that observed after eating a "normal" supper.

Many studies have been made to try to determine exactly how much sleep children and adults require. The average values which have been obtained from actual observations on the hours of sleep of many children are usually reported in the following range:

Age	Hours of Sleep
5 years	11-13
10 years	10-12
15 years	9-11
20 years	8-9

In adult life the average values of normal individuals are from 6-9 hours sleep.

Since it has been definitely shown that these emotional disturbances, which occur in everyone's daily living, interfere with our sleep, let's remember to try to get to bed as early as possible so that we may "make up" for those nights on which we have had restless sleep or sleep of short duration. By so doing we will then allow our bodies to take advantage of the hours of sleep for recuperative processes so that we will awake refreshed and ready to meet the challenge of the day's activities.

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Summer Bulletin

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AASA

(From page 11)

turn good public schools rest, Roy E. Larson, chairman of the National Citizens Commission for the Public Schools, told the educators. Dr. W. W. Theisen, superintendent of Milwaukee public schools warned, "Public boards should conduct their business and that of their committees in meetings that are open to the public."

ATOMIC ENERGY EDUCATION.

"What bothers me is that nearly five years after the release of atomic energy, we find it necessary to convince educators it is necessary to teach this." Thus spoke Fletcher Watson, associate professor of education at Harvard University.

RESOLUTION. These 14,000 educators who head school systems representing 20 million public school children adopted resolutions in closing AASA sessions that: (1) opposed state laws requiring special oaths for teachers, (2) opposed employment of Communist party members as teachers, (3) renewed requests for Federal aid for school operation estimated at \$300,000,000 yearly, (4) asked for Federal funds for a \$10,000,000,000 expansion of U. S. public schools.

FEDERAL AID. As far as the reporter, Benjamin Fine, could observe, virtually none of the school superintendents and other responsible officials opposed Federal aid to education. Evidently, the educational profession has accepted the principal of federal aid. Many expect it to be adopted before the present Congress adjourns. One aspect of the Federal aid bill did receive considerable questioning in some quarters. The delegates voted that public funds would go for public schools only. They said: "We believe the American tradition of separation of church and state should be vigorously and zealously safeguarded."

To the secret surprise of some officials who had expected something of a rumpus from this issue, only two of the ten thousand delegates in the hall when the voting took place offered any opposition.

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1 Paint or varnish out and inside
fruit or vegetable basket.



2 Make ruffle and lining from old
ruffled curtain. Or, use decals.

3 Make mattress and pillow to fit
inside. Use old toweling or sheet-
ing. For pattern, pencil around out-
side bottom of basket allowing ex-
tra inch all around for seam and
3/4-inch stuffing.

All this project requires is plenty of old
fruit and vegetable baskets. Enlist aid
of your grocer and parents and keep
collecting all through the year. Or,
obtain when baskets are normally most
available.

Get some paint or varnish, an old ruf-
fled curtain (organdy or dotted Swiss),
some old toweling or sheeting.

Put on a nominally low price. Use for
your bazaar. Or, a local department
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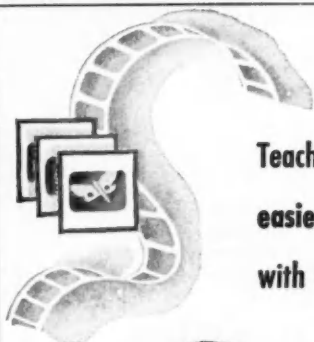
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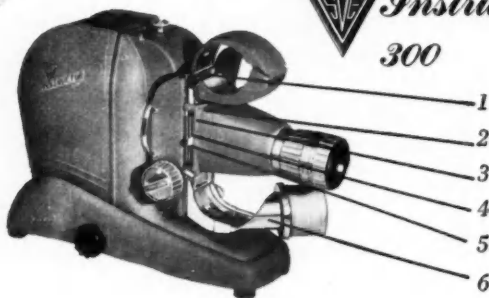
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KINDERGARTENS

(From page 17)

Washington Elementary has arranged meetings on art in the kindergarten, sex education, and the literature of the kindergarten. Parents at other schools have discussed their children's mental and physical health and speech problems. Small group meetings on special problems, such as thumb sucking or eating habits, are also held.

Sometimes there are outside discussion leaders from state, county, and local school offices, sometimes just informal discussion among the parents and teachers. The principal at Washington gave a talk on sex education and loaned parents his authoritative books. But the meetings are always casual and friendly, at times a tea, a luncheon, or a picnic for the whole family.

"These parents don't laugh at their children's painting any more or ask 'What is it?'" says Miss Barnes. "After our meeting on art as a means of self-expression, they learned to say to the youngsters, 'Tell me about it.'"

"Can't keep them away"

Teachers develop their own records on the children's progress; there are no rigid forms to follow. These records are summarized on cumulative record blanks that travel on to the first grade teachers who already are expressing gratitude for the information. Parent conferences are also summarized and placed in the child's record folder.

Monthly in-service meetings were begun just for teachers in the 180-minute program to help plan parent-conferences, but nearly all kindergarten teachers have been appearing at the appointed hour. "You can't keep them away," says Miss Swatszel. "They're all hoping to be in it soon, and they will be—when we have enough teachers to go around."

It's just that they all agree with Miss Barnes, that "When you know the parents, the child is easier to understand."

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46. "A Chronology of American Railroads" is a ten-page illustrated 7" x 10" booklet containing important dates in American Railroad history, growth of railway mileage by states and by years, and other figures on railroad and industrial distribution. For upper grades and high school. (Association of American Railroads)
47. New "SVE Educational Catalog" of filmstrips and 2" x 2" color slide sets (No. 600). (Society for Visual Education)
48. "The Case for the 'Ten-Twenty'" is more than a brief for the American Seating Company's newest desk with level, 10° and 20° top positions. This booklet includes a quick summary of the studies of the Texas Inter-Professional Commission on Child Development, which showed that children in thousands of classrooms are being exposed to glaring or insufficient light and to harmful posture with attendant focusing problems. Included also is a list of reference books related to lighting, seeing, seating, posture and child development. (American Seating Company)
24. "How Tape Recording Simplifies Teaching" is a 16-page booklet which tells how tape recording is used in music, English, speech, commercial, science, and social studies classes. Pictures and sketches. (Minnesota Mining and Manufacturing Company)
30. "Little Nipper" booklet is a 20-page catalog of records for children. The story about each record will help with the selection of appropriate records for various ages. (Radio Corporation of America)
45. Travel booklets — "Travel for Fun," "Rocky Mountain Tours" and "Thrift-tailored Tours." (Continental Trailways)
51. Travel folders about "Amazing America Tours," individually planned but not escorted, in the East and in the West. Specify the sec-



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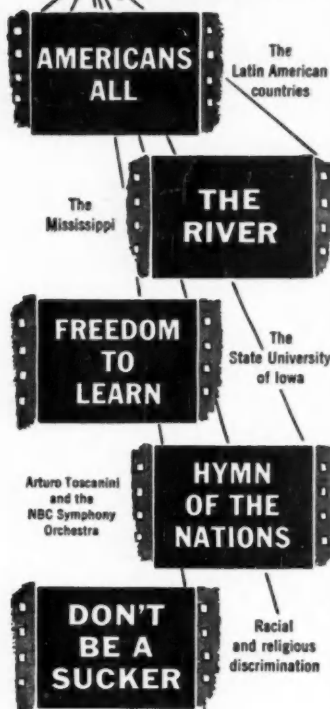
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ANNOUNCEMENTS

(From page 31)

"TRAVEL ESSAY" SCHOLARSHIPS.

All junior and senior high school students in the United States and Canada may enrol in the "Travel Essay" Scholarship Awards Competition sponsored by the publishers of Travel Previews Educational Manuals in cooperation with the promotional efforts of the recreational travel industry. \$5,000.00 in cash scholarship awards, plus all-expense, one-week vacation trips to Washington, D.C., are the prizes open to competing students and teachers sponsoring them. Full information may be obtained from Jay Rathburn Associates, 4514 W. Medford Avenue, Milwaukee 16, Wis.

EXCHANGE TEACHER PROGRAM.

The Honor Education Society, Kappa Delta Pi, is sponsoring a teacher exchange program. It is expected that an applicant will have a bachelor's degree, three or more years of teaching experience, the qualifications of a member of Kappa Delta Pi, and will state preferences as to grade, subject and location. In addition he must have the approval of his board of trustees. Address inquiries to E.I.F. Williams, Recorder-Treasurer, Heidelberg College, Tiffin, Ohio.

NEA SUMMER TOURS are entering their fifth annual season. Regions of the U. S., its territories, and its neighbors to the north and south are included in the 11 tour areas. Booklets which describe the itineraries, present general information about the tours, and give the tour costs are available from the NEA'S Division of Travel Service, 1201 Sixteenth Street, N.W., Washington 6, D.C.

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TIPS FOR TEACHERS



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write well. Lesson arrangement makes work seem like games. Work centers around student play-and-puzzle interests and activities. Write for free sample unit from this effective "Know-How" book.

Always a favorite is EASY GROWTH IN READING, the series that affords a complete reading program from pre-primer level through junior high school.

What keeps the Middle East constantly seething? First, it is the only place in the world where three continents meet. Second, it is a bridge land. Third, it has oil and plenty of it. Pertinent treatment of timely topics characterizes the entire OUR NEIGHBORS GEOGRAPHY SERIES which develops a well-integrated understanding of each area being studied.

Zero is a word that THE WINSTON DICTIONARY defines (in one sense) as "nothing." For something that is nothing, zero can cause a load of grief when teaching it in arithmetic. With ARITHMETIC WE USE, however, zero emerges clearly, definitely, and always as something—a place holder, a starting point in measuring, an indicator that a try has been made or a "turn" taken (such as 0 on a score board).

There is a special thrill in Erick Berry's LAND OF THE FREE SERIES for those boys and girls who live in Pennsylvania, Maine, Wisconsin, California, Oregon, and New Mexico. So far, this highly recommended series of junior novels contains a story on the pioneers who settled each of the above-mentioned sections and helped to make our country just what it is—the LAND OF THE FREE.

Maytime brings thoughts of your well-earned vacation. In this, the final TIPS FOR TEACHERS for 1949-1950, we take the opportunity to wish you the happiest of summers.



WINSTON 1010 Arch St.
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"It's News To Me"

These are announcements by the manufacturers of new products which we believe will be of professional interest to educators. This listing should not be construed as a recommendation by the editor. You will want to check and compare these items with others to be found in your school supply store. If unable to find any of these items locally write ARIZONA TEACHER-PARENT and we will tell you where you may find them.

"STORY OF AMERICA PICTURE LIBRARY" helps to make American History easier to understand. Over 500 pictures—size 8½" x 11". Covers ten subjects from the discovery, exploration and settlement of our country through pioneering, wars, transportation science and inventions to our present State and Federal governments. Filed according to subject matter in a file case 8" x 13" weighing 21 pounds. Cost \$39.50.

THE UNION CITY BODY COMPANY has a newly designed school bus body embodying specifications that exceed national standards and standards of practically all the states of the union, according to the manufacturers. New features are the curved windshield, better vision, wide front end for wide chassis cowl and adaptability to all school bus chassis. (Union Bus Company, Union City, Ind.)

THE "SOUND REEL" is a new magnetic tape recorder introducing for the first time one hour continuous recording on a single track in one direction. Available with or without a built-in radio, complete, ready to operate. All models have separate inputs for recording from microphone, from radio, and from records. Playback is instantaneous. The same recording can be played back any number of times or it can be erased and a new recording made on the same tape. Each model may also be used as a Public Address System.

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SUMMER ISSUE, 1950

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What Students Think

(From page 5)

or religion?" Seventy-three (73) per cent of the high school students feel he should not be barred, 20 per cent feel he should be, and 20 per cent are uncertain. Eighty-one (81) per cent of the college students feel that teachers should not be barred for those reasons, 12 per cent do believe he should be, and 7 per cent are undecided.

One question asks "Should certain books and other publications be barred from public school libraries?" Among the juniors in high school, 60 per cent answer in the affirmative, 22 per cent answer in the negative, and 12 per cent are undecided. The college students are more independent, less pleased with having their reading censored. Seventy-two (72) per cent do not want reading materials barred. Twenty-three (23) per cent think it might be necessary to do so, and 5 per cent are undecided.

Of the 23 per cent who say there should be some censorship, more than half feel that the censorship should be on a basis of "sex immorality" and "racial, religious, or class intolerance," which, incidentally, ranks high in the opinion of school men who have made exhaustive studies of censorship of teaching materials.

A fuller account will be given on this questionnaire later.

Joseph N. Smelser



"It's that new kid . . . his father's a milkman!"

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Know Arizona

(From page 21)

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MY KINDERGARTEN

This is the World of the Child-of-Four:
 Every house has a crooked door;
 Every animal has a tail;
 Every seashore a wooden pail.

This is the World of the Four-to-Five:
 Every object may come alive—
 Flowers can talk and the Three Bears
 chat.
 And a barber pole can tip its hat.

Grownups put everything in its place—
 Why can't an arm grow from a face?
 Charles has six legs if I wish it so,
 And no one but Me knows what I know!

This is the Age of the Toothless-Space:
 Little hands struggle to tie a lace.
 Muscles grow tense when they catch a
 ball,
 Floors "rise up" when they tumble and
 fall!

Let fun and fancy with real life mix!
 Thus we'll face bravely the Age-of-Six.

Martha Goldhammer

Reprinted by permission from the
 Christian Science Monitor.

Rep. Clarence Cannon, of Mo., chairman, House Appropriations Committee:
 "The cost of the cold war against Communism exceeds the daily cost of the Civil War, the Spanish-American War and World War I combined."

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WISDOM

MARK TWAIN

I want to see the devil, just to set my eyes on that person who for untold centuries has been the spiritual head of 4/5 of the human race and the political head of all of it. He surely must have executive ability of the highest order.

BENJAMIN DISRAELI

It is much easier to be critical than to be correct.

"We look forward with great pleasure . . ." began an invitation to Winston Churchill to attend a literary tea in Boston during his visit to this country last year. "Perhaps you do," Mr. Churchill replied. "As for myself, I do not think that an Englishman can look forward with pleasure to tea in Boston."

Relatives are inherited critics.—
Woodmen of the World.

DENTAL AIDS: New tooth-powder comes in pill form. Put pill in mouth, wet toothbrush, scrub teeth. Each pill contains an antiseptic. (Grit)

MEDICINE: New fast-acting pain killer called Theryl will soon be on the market. Doctors say that "comparing the new drug with aspirin is like comparing a trotting horse with a jet plane." The drug will be available only on a physician's prescription. (Townsend National Weekly)



"His Father's a Walter!"

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First Term June 5 – July 7 Second Term July 10 – Aug. 11

WORKSHOPS IN EDUCATION

Elementary School Music—2 hours credit, Directed by Helen Schwin, Roosevelt College of Music, Chicago, Ill. JUNE 5-16.

Industrial Arts in the Elementary School—2 hours credit. Classroom techniques directed by Mrs. Gladys M. Fair, assistant professor of education, A.S.C.; skills in use of tools and materials demonstrated by H. O. Bierg, assistant professor of Industrial Arts, A.S.C. JUNE 5-16.

Elementary School Science—2 hours credit, Directed by Dr. Clarence Pruitt, Oklahoma A. & M., editor of Science Education. JUNE 12-23.

Elementary School Art—2 hours credit, Directed by Marguerite Tiffany, New Jersey State Teachers College, Patterson, N. J. JUNE 19-30.

Arizona Materials for Our Schools—2 hours credit, Directed by Dr. Orpha McPherson, Bureau of Indian Affairs, Phoenix. JUNE 26-JULY 7. (Held During the Annual Indian Pow-Wow)

Planning for an Overall Program in Family Life Education—3 hours credit, Directed by Mrs. Lucille Fee, Colorado State Supervisor of Homemaking; Mrs. Eva W. Scully, Arizona State Supervisor of Homemaking; Dr. L. J. Botleman, head of Education department, A.S.C.; Miss Margaret Pipes, acting head of Home Economics department, A.S.C. Also, special lecturers. JULY 10-28.

Spanish in the Elementary Schools—2 hours credit. Directed by Dr. Max L. Basemann, head of Modern Languages department, A.S.C. JULY 10-21.

Methods and Practices of Teaching Home Nursing—2 hours credit. Directed by National Red Cross instructors, assisted by Miss Margaret Pipes, acting head Home Economics department, A.S.C. JULY 17-AUG. 4.

Band and Choral Clinic—2 hours credit. For high school students and their supervisors. Band director: Ralph Rush, chairman music education, University of Southern California. Choral director: Dr. Eldon A. Ardrey, head of Music department, A.S.C., and director of Shrine of the Ages Choir. Clinic director: Jack Swartz, assistant professor of music, A.S.C. (Music supervisors desiring college credit must enroll at Registrar's Office.) AUGUST 6-12.

POST SESSION

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Safety Education (First Term) William Ball, M.A., director of Safety Education, Kingman High School.

Driver Training (held in connection with Safety Education) Andrew L. Case, state director.

Audio-Visual Aids, elementary, secondary and administrative levels (second term) Miss Evelyn Davis, supervisor of audio-visual aids for Long Beach (Calif.) public schools.

Abnormal Psychology: Principles of Counseling (second term) Dr. Eula P. Eagan, Mississippi State Teacher's College for Women.

Exceptional Children (second term) Mrs. Lydia Newton, Arizona Society for Crippled Children.

Elementary Education consultant and instructor (first term) Miss Edna Ceuey, M.A., principal, Trinidad (Colo.) elementary school.

Machine Shop, Welding, Etc. (both terms), Harry West, Phoenix Technical School.

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